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correctly. The familiar idea that learning a thing through several senses is better than learning it through one, which goes back at least as far as Pestalozzi and is vouched for by no less an authority than James, is given up. Energy should be concentrated on one method so that it becomes reliable. The individual differences in types of imagery, however, necessitate the teacher's presenting the subject-matter in a number of different ways, so that the above direction applies to the learner rather than to the teacher. In his advice to learn thoroughly before trying to recall, the author would do well to consider the results of Witasek in his investigation, "Ueber Lesen und Rezitieren," in the *Zeitschrift für Psychologie*, Band 44. The book is thoroughly scholarly. It should find most immediate use as a text in college courses in educational psychology, and in some normal schools.

HARVEY ANDREW PETERSON

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Beginner's Botany. By LIBERTY H. BAILEY. New York: Macmillan, 1909. Pp. x+208. Illustrated. \$0.60 net.

Professor Bailey is one of the most prolific writers of the day on botanical and horticultural topics. His books have always been welcomed by the general public as well as by scientists and teachers, and it seems certain that his latest work on elementary botany will find acceptance with both these classes. The instructors will approve of its beginning with plants as they grow together, and of its having among its first chapters such topics as "The Struggle to Live," "Survival of the Fit," and "Plant Societies." A further appeal to those who teach is made in the very suggestive exercises and questions at the close of each chapter.

The general public will be interested in the connection that is made between botany and industrial life as represented by gardening and farming, for not only is the economic aspect of the science given adequate attention but the illustrative material is taken largely from the garden and orchard.

To those familiar with the author's previous works upon this subject it will be sufficient to say that the present volume is a simplified edition of his larger botany, rearranged and altered in accordance with the advance of science. Others may be interested to know that the book contains material for a half-year high-school course upon the seed plants, together with a couple of chapters dealing with some of the lower forms of plant life. Like all of Professor Bailey's books, it is charmingly written and pleasingly illustrated. Most of the cuts are small but very appropriate and helpful. By its simplicity of treatment it is particularly well fitted for use in the grammar grades and in the first year of the high school. The nature-study teacher in the grades should have a copy, for in it she will find suggested many lessons suitable for her classes.

If one were to presume to criticize the contents, one might desire that less space should be devoted to the definition of descriptive structural terms, and more given to the consideration of such structural features as are definitely related to the activities of the organism. One might also regret that "endogenous" stems had not been relegated to some scientific rubbish heap, or be surprised to

learn about the "stomates" of Marchantia. But really there is far more to commend than to condemn, and the book will doubtless, by its very clearness and simplicity, prove itself one of the most satisfactory of beginners' botanies.

GEORGE D. FULLER

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Human Body and Health—Intermediate. By ALVIN DAVISON. New York: American Book Co., 1909. Pp. 223. Illustrated. \$0.50.

Professor Davison says in the preface: "An effort has been made to present in this book the subject of personal and public health in such a way as to appeal to the interest of boys and girls, and fix in their minds the essentials of right living. Knowing anatomy and physiology is of little value to our young folks unless it helps them to practice intelligently in their daily lives the teachings of hygiene and sanitation." This is an admirable statement of the motive that should govern the teaching of physiology and hygiene in the elementary school.

This volume marks a distinct advance over the school textbooks that have been in general use; but the author has not carried the reform far enough. If the description of anatomical structures, functions of organs, and statements regarding the effects of tobacco and alcohol had been condensed still further to make room for a more complete treatment of the cause and the prevention of disease, and the means of increasing vitality, the book would be even more valuable.

The treatment is clear and interesting, the illustrations are numerous and exceptionally good, and the material on hygiene and sanitation is very well chosen.

Physiology and Hygiene for Young People. By ROBERT EADIE AND ANDREW EADIE. New York: Scribner, 1909. Pp. vii+353. Illustrated.

This volume belongs to the group of new school books on physiology and hygiene in which an attempt is made to connect the essential facts of physiology with the everyday life of children. With the better training of teachers in this subject and the advent of the "reformed" textbooks there is reason to expect that children will acquire useful knowledge and real interest in matters of health and right living.

This volume is very attractive, the material is well selected, and the illustrations are very good, particularly those in color. The most important points to be remembered are given due emphasis in a well-arranged summary at the end of every chapter.

A list of simple experiments described in the last chapter will prove helpful in teaching the application of the principles of elementary physiology.

Simple measures are described for the treatment of accidents "before the doctor comes." The material in this section is well selected and clearly presented, except the procedure recommended for use in drowning accidents, which is one requiring too much time and which for that reason would rarely prove successful.